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ABSTRACT

The results of a study conducted at Triton College to assess its curriculum in light of current educational research are presented in this report. The first section describes the structure and charge of the Curriculum Study Committee, as well as its activities, which included a month of individual study of several books and articles relating to curriculum research and development, and weekly meetings throughout the 1978-79 and 1979-80 academic years. Each subsequent section presents an overview of the findings of the committee, based on general trends reflected in the literature and an examination of current practices at Triton, and its recommendations for improvement. The 17 areas investigated by the committee were: (1) institutional goals and objectives; (2) degree designations; (3) general education curriculum; (4) the assessment of basic skills competency among entering students; (5) course numbering; (6) maintenance of credit hour value in the face of nontraditional learning modes; (7) program and course content; (8) grading; (9) assessment of graduate competencies; (10) articulation with high schools and universities; (11) course duplication within the curriculum; (12) citizen advisory committees; (13) continuing adult education; (14) student affairs; (15) planning and development of nontraditional learning experiences; (16) the learning resource center; and (17) cultural activities. A bibliography is appended. (JP)

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Renewal for the Eighties:

A Proposal for Maintaining Curricular Excellence at Triton College

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Triton College

JC 810 011

Submitted by the Triton College

Curriculum Study Committee:

Ms. P. Bauhs
Mr. J. Boyle
Mr. J. Frye
Dr. R. McNamee
Mr. V. Magnesen
Dr. D. Moriarty
Mr. T. Musil
Mr. F. Schwarzkopf
Mr. S. Wilson

Dr. C. LeTarte, Chairman

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Formation of the Triton College Curriculum Study Committee

Introduction

The Triton College Curriculum Study Committee was established by the Board of Trustees in Fall 1978 upon the recommendation of the College President. The Committee was given a broad and open-ended charge to thoroughly review the College curriculum, and it was encouraged to probe whatever areas it deemed appropriate.

Inasmuch as Triton's basic curriculum model pre-dated the founding of the College and had never been thoroughly reviewed since it was adopted in the mid-1960's, both the President and the Board felt that such a study was indeed long overdue. They also recognized that college curriculum reviews are being undertaken across the nation and that emerging curriculum models should be carefully studied in terms of their applicability to Triton College.

Over the past decade, the direction of higher education has come under careful scrutiny, and some critics have attacked the role of all colleges and universities. The growing importance of this issue can be seen in Harvard University's curriculum review and revision and the similar studies and revisions undertaken at numerous other institutions, both private and public and of varying size, prestige, and mission. The recent publication of the Carnegie Commission report, *Missions of the College Curriculum,* and ERIC in *Shaping the Curriculum* has stimulated discussion and study of the purpose and the outcome of higher education in general and of a number of institutions in particular.

As the Carnegie Commission[1] states in its preface:

- "Higher education has gone through a period of considerable change in its curricula over the past decade as a result, in particular, of the student revolts and the new labor market situation
- Changes of substantial significance to curricula development are taking place today in the composition and the capacities of student bodies and in the social concerns that animate students, faculty, and the public alike
- Prospectively ahead is a period of essentially no growth for higher education, but of fundamental social changes for society."

The debate about the purpose and structure of higher education has also occurred outside of the colleges and universities, and the new public perceptions and expectations regarding the mission and scope of institutions of higher educaton must be included in any discussions of curriculum revision. The Fifty-Sixth American Assembly in its 1979 meeting on "The Integrity of Higher Education" stated the issue this way:

Public confidence in American higher education has been eroded in recent years. Consensus on what constitutes legitimate higher education has been reduced, and expectations of it — and claims for it — have not been fulfilled.[2]

Committee Structure and Agenda

The Curriculum Study Committee was initially composed of six administrators and six faculty members. The charge to the Committee was to study the total curriculum and to determine whether it should be modified. It was understood that the current curriculum should

not be changed merely for the sake of change but, rather, that any revision in curriculum structure should be educationally defensible. It was also understood that the Committee could recommend either modest or extensive modifications if such were needed to assure the relevance of Triton's curriculum to present and future social needs.

The Committee's initial task was to review and discuss several books and articles relating to curriculum studies at other institutions and to curriculum development and change.[3] Approximately one month of individual study preceded committee discussions. Early discussions focused on higher education in general as the following questions were addressed:

1. What is the nature and general condition of higher education today? What are its problems and strengths? How and to what degree are community colleges similar to or different from the rest of higher education?
2. What are the past and current trends in higher education and how have they affected public perceptions and acceptance of higher education?

In order to determine the degree to which the Committee members shared similar perceptions regarding Triton College's overall goals, the *Institutional Goals Inventory* published by Education Testing Service was administered. Because the IGI had been previously administered to Triton trustees, administrators, and faculty, it was possible for the Committee to compare its perceptions with those of the groups in the earlier study. Both surveys showed a high degree of consensus on the most important goals.[4]

Committee Activities — 1978-79 and 1979-80

The Committee met regularly on a weekly basis, or more frequently as necessary, throughout the 1978-79 and 1979-80 academic years. It carefully examined the current curriculum and attempted to anticipate what the shape of the curriculum should be for the future. The Committee also attempted to achieve a reasonable balance between pragmatic, theoretical, and philosophical issues.

The initial agenda provided for analysis and discussion of the College's goals and objectives, degree designations and requirements, basic skills expectations, general education requirements, various support services, continuing education, nontraditional education, and overall standards of quality. Each of these topics will be discussed in greater detail elsewhere in this report. During the 1979-80 academic year, various opportunities for discussion and debate of the Committee's preliminary recommendations were provided:

1. Copies of the draft report were distributed to all faculty and administrators.
2. Committee representatives met with most academic departments.
3. Four open meetings were held, during which faculty were encouraged to present their concerns and comments.
4. Written comments were encouraged and many were received.
5. Source material used by the Committee was made available in the L.R.C. and the Faculty Reading Room.
6. Presentations were made and discussions held at several college-wide faculty meetings, including the Spring Faculty Workshop.
7. The Academic Affairs Bulletin devoted one issue to feedback received on the proposal.

This report concludes the efforts of the Committee. It is understood that the Academic Advisory Council will begin deliberation on the report in the fall of 1980 and that further opportunity for faculty discussion and involvement will occur during those deliberations.

Findings and Recommendations

Goals and Objectives

Overview

The first step in establishing or modifying the College curriculum must be to identify the general mission and the goals and objectives of the institution. From these can be derived programs, courses, and general requirements. Since the societal framework within which educational services are provided is continuously changing, it is axiomatic that each institution must continuously review and modify its goals and objectives. Ernest Boyer and Martin Kaplan underscore that fact in their book, *Education for Survival,* as follows:

> Throughout human history, education has mirrored the state of civilization. The education of Americans — what is taught and what is learned — speaks to the conditions of our times.[5]

According to Rhinehart, goal and mission statements have not provided a useful basis for establishing the college curriculum in that: "Many of our more serious problems, conflicts, and debates in higher education stem from a failure to develop, communicate, and agree on clear curriculum goals. Pie-in-the-sky statements, ambiguous phrasing, and overly generalized goals allow for different interpretations and disregard or ignorance of implications."[6]

Today there is a general consensus regarding the general mission and scope of the community college as post-secondary institution. The community college in American society is expected to subscribe to an open-door philosophy; to provide career, university transfer, and continuing education opportunties; and to provide a broad array of related services to the community. The Committee recognized that its statement of goals and objectives must be clear and precise to be useful and that it must not exceed the parameters within which community colleges function. The Committee believes that its statement of goals and objectives has satisfied both criteria. Furthermore, the Committee recognized that, since the community college is the most dynamic segment of American higher education, any goals statement must be prepared with the full realization that it will be revised as the college adapts to new social conditions. "(Therefore,) as the community college responds to a rapidly changing society, it is understandable and should not cause alarm that the mission of the community college, . . . its goals and objectives (will be) . . . continually evolving."[7]

It is within the above context that the current Triton College goal statements, which are listed below, were reviewed.

Current Philosophy and Objectives

The 1965-66 Triton College Catalog describes the philosophy and objectives of the College as follows:

> **Current Philosophy**
> Triton Community College and Technical Institute is committed to excellence in education, and the courses and their subject matter are matched to the needs of each student and to the communities which it services.
>
> The aims are:
> 1. To provide superior quality collegiate instruction for ALL OF THE PEOPLE within the limitations of their ability to profit by instruction.

2. To foster the maximum total educational development of each individual.
3. To promulgate the finest ideals of American democracy in order to better equip the student for his role as an informed, mature participant in the democratic processes of our society.
4. To maintain the individual's rights and freedoms but within the framework of his awareness of the rights of others.
5. To stimulate the intellectual and cultural life of the student and of local residents.
6. To provide for the changing patterns of educational competency required by a dynamic society.

Current Objectives

To implement its philosopy, the institution seeks to fulfill the following five major objectives:

1. To provide TRANSFER EDUCATION paralleling the freshman and sophomore studies undertaken at the University of Illinois, state colleges, private colleges, and universities.
2. To provide OCCUPATIONAL EDUCATION in technical, vocational, and semi-professional curricula to meet employment opportunities in business and industry.
3. To provide GENERAL EDUCATION for local residents desiring to broaden their intellectual and cultural experiences.
4. To provide GUIDANCE AND COUNSELING services to assist students in self-appraisal and in the determination of realistic education goals.
5. To provide COMMUNITY SERVICES for cultural, intellectual, and recreational activities through the use of college facilities and stimulated by the college faculty and staff.

What especially distinguishes Triton from other colleges in Illinois is its particular philosophy:

- To provide superior educational opportunities for community residents who can profit from college-level instruction;
- To promote the fullest educational development of each student;
- To promulgate the finest ideals of American democracy so that students become informed, mature participants in society;
- To maintain, within an awareness of the rights of others, individual rights and freedoms;
- To stimulate the intellectual and cultural life of students and of the community; and
- To provide educational competencies based on the changing demands of a dynamic society.

To implement this philosophy, the College has set for itself a corresponding number of objectives, which incidentally describe the basic organization of Triton College:

- University transfer studies similar to the programs taken during the freshman and sophomore years at state universities;
- Career education for employment in technical, business, industrial, and professional areas;
- Continuing education for local residents who want to broaden their intellectual and cultural experiences;
- Guidance and counseling services to assist students in self-appraisal and the determination of realistic educational goals;
- Community services that provide educational, cultural, vocational, and recreational activities through existing facilities;
- General studies that develop competence in basic skills needed for college work.

Committee Recommendations

The Committee recommends adoption of the following statements of philosophy and goals to describe the overall mission of Triton College. They are consistent with the Illinois Community College Board's definition of the purposes of Illinois Community Colleges and delineate the broad parameters within which the College functions:

STATEMENT OF PHILOSOPHY

Triton College is committed to:

> Provide outstanding educational opportunities and learning environments for the people of the community.

Organize its curriculum to respond to the pluralism in our society and to reflect democratic values and respect for the individual.

Strive to recognize the interrelatedness and interdependence of Triton College and the technological, business, and industrial communities.

Provide educational experiences that assist the people of the community in living with diversity and ambiguity in their interpersonal relationships.

Provide educational experiences that enable the people of the community to understand the permanent factors of the human condition within a changing world.

Enhance the fullest educational development of the members of the community by providing intellectual, cultural, and career-related experiences.

The committee recommends that the following statement of goals be adopted:

TRITON COLLEGE GOALS

Triton College is committed to meeting the needs of the community for a broad range of post-secondary educational services. Inasmuch as those needs vary both in kind and in scope for each of the constituencies served, specific goals must be delineated for students in associate degree and certificate programs and for services to the community. Students who may complete as little as one course should achieve the intended learning outcomes for that course. The intended outcomes should enhance the individual's ability to function effectively in adult society. Therefore, the intended objectives to which the College is committed are as follows:

Recommended Goals for All Associate Degree Students

1. Academic Development
   a. Associate degree graduates should be able to communicate effectively. They should be able to speak, write, read, and listen at whatever level allows them to achieve successfully their goals and aspirations.
   b. Associate degree graduates should be able to perform the computations necessary for effective functioning in adult society or at transfer institutions.
   c. Associate degree graduates should have expanded their ability to critically analyze a variety of problems, utilize existing informational sources, select or develop solutions to problems, and implement solutions.
   d. Associate degree students should have expanded their ability to identify those activities and institutions that constitute the social processes of a culture, understand the impact that social institutions have on individuals in a culture, and analyze their own and others' functioning within the social institutions.
   e. Associate degree graduates should have expanded their ability to identify those activities and products that constitute the scientific/technological aspects of a culture, understand the impact of such activities and products on the individuals and the physical environment in a culture, and analyze the uses of technological products in a culture and their personal use of such products.
   f. Associate degree graduates should have expanded their ability to identify those activities and products that constitute the art of a culture, understand the impact that art, in its various forms, has on individuals in a culture, and analyze uses of works of art within a culture and their own personal use of art.

2. Personal Development
   a. Associate degree graduates should have achieved clearer knowledge of their own abilities and aspirations (life goals) and an improved capability for self direction.
   b. Associate degree graduates should have gained a greater appreciation for the diversity of our society, and of the people within the society, and be better able to respect and understand human differences and problems.
   c. Associate degree graduates should have gained an appreciation for, and commitment to, the academic tradition in support of the pursuit of truth, the importance of freedom of expression, the values of honesty, fairness, and responsibility relative to their performance of a job.
   d. Associate degree graduates should have acquired an appreciation of the value of continued study and life-long learning and an adequate knowledge and skill base to support self-directed, independent learning.
   e. Associate degree graduates should be able to identify and assess their own personal values, understand how personal values develop, and recognize the relationship between values and decision making.
   f. Associate degree students should be aware of the importance of physical fitness and good health practice to their general well being and should understand the importance of an active pursuit of these ends.
3. Career and Occupational Development
   a. Associate degree graduates (AA/AS/AAS) should have developed one or more areas of occupational interest, which, if pursued, could lead to a productive and personally satisying occupational career.
   b. Associate degree graduates (AAS) should have acquired the specialized knowledge and skills to qualify for immediate employment in a particular occupation.
   c. Associate degree graduates (AA/AS/AAS) should be aware of a variety of career options and the probability of change during their years in the work force.

Recommended Goals for Occupational Certificate Program Students

1. Academic Development
   a. Certificate program graduates should have acquired those communication and mathematics competencies that are required for effective performance of occupational tasks.
   b. Certificate program graduates should have acquired the technical knowledge that is required for effective performance of specified occupational tasks.
2. Personal Development
   a. Certificate program graduate should have acquired an expanded appreciation of the values of honesty, fairness, and responsibility relative to their performance of a job.
3. Career and Occupational Development
   a. Certificate program graduates should be aware of employment opportunities for individuals who have training in particular areas of specialization.
   b. Certificate program graduates should know how to utilize the job placement services of the College.
   c. Certificate program graduates should be aware of opportunities for advanced training in their area of specialization, or for education leading to the associate degree or a higher degree.
   d. Certificate program graduates should have acquired the specialized knowledge and skills to qualify them for immediate employment in a particular occupation.

Recommended Goals for Service to the Community

Triton College is a community-based educational resource that attempts to be responsive to the collective needs of the district and of particular groups therein by offering a wide array of programs and services.

1. The College attempts to emphasize the importance of, expand community awareness of, and encourage participation in cultural, fine arts, and humanities programs and activities by assuming a leadership role in making such activities increasingly available within the community.
2. The College strives to cooperate with community business and industrial leaders so that it may effectively assist them in establishing and maintaining a well-trained work force by providing high quality education and training pursuant to those ends.
3. The College encourages community leaders to utilize its human and physical resources in identifying, ameliorating and/or resolving community problems.
4. The College strives to cooperate with various governmental units and agencies and to coordinate many of its activites with them so as to enhance their effectiveness in providing services and in carrying out particular responsibilities within the district.
5. The College seeks to provide a sufficiently wide array of courses, programs, and other activities on campus and at many off-campus sites to significantly expand the individual interests and the potential of persons within the district.
6. The College seeks to maximize learning opportunities by providing and encouraging the development of a variety of instructional modes to meet the needs of various categories of students.
7. The College encourages utilization of the campus by community groups for civic, social, cultural and recreational activities.
8. The College, through its Career Center, seeks to provide resources to community residents for exploring career opportunities and developing individual (occupational) profiles for making career decisions.

Degree Designations

Overview

In *Academic Degree Structures,* Stephen Spurr deplores the proliferation of academic degrees because of the confusion it has caused over the meaning of each degree and how one degree relates to the many others. He feels that "the number of different degree titles should be kept as low as possible, allowing for substantial variation within each as regarding subject matter emphasis, quality, and even quality of effort."[8] A national study on "General Education and the Associate Degree"[9] reported the existence of 36 different associate degree titles and designations and found that three degree designations are commonly used and have gained general acceptance:

Associate of Arts (A.A.)
Associate of Science (A.S.)
Associate of Applied Science (A.A.S.)

The Associate of Arts is generally awarded at the culmination of a community college transfer or university-parallel program at the freshman and sophomore year. This is the standard transfer degree.

The Associate of Science, while generally a transfer degree related to science, is occasionally awarded to students who complete career programs.

The Associate of Applied Science is usually awarded to students who are prepared to gain employment upon completion of a career program.

In addition to limiting the different kinds of degrees, it is equally important that colleges establish different criteria for each degree and award degrees on the basis of these criteria.

Finally, it is important that colleges identify in general terms the competencies that are expected of those to whom a degree is awarded. The Task Force on Educational Credits and Credentials of The American Council of Education study group, suggests that:

> Associate degrees and bachelor's degrees should attest to at least the following three types of accomplishment:
> 1. Accomplishment specified by the awarding institution as necessary for the development of a broadly educated person, including familiarity with general areas of knowledge;
> 2. Competence in analytical, communication, quantitative, and synthesizing skills;
> 3. Accomplishment in a specialized area of study covering a set of integrated learnings requiring analysis, understanding of principles that have judgmental application, and a theoretical knowledge base. Associate degrees designed primarily as the general/liberal education components may be appropriately exempted from this requirement. In such cases, specialization is required for the baccalaureate.[10]

The Task Force recommended the use of the terms "arts" and "science" as a means of clarifying degree designations and more explicit statements regarding educational accomplishment represented through credits and degrees

Committee Recommendations

The Associate of Arts and Associate of Science degrees are the most frequently awarded degrees at Triton. The Associate in Liberal Studies is awarded to only a few graduates each year.

After reviewing the three Triton degrees, the consensus of the Committee is that the Associate of Arts should continue to be the primary university transfer degree. However, it feels that, since the Associate of Applied Science is awarded to the graduates of career programs at other Illinois community colleges, to award the Associate of Science to both university transfer and career graduates at Triton creates unnecessary confusion regarding this degree. Therefore, the Committee recommends that the Associate of Science degree be awarded in mathematics and science-intensive programs and that the Associate of Applied Science degree be established and awarded to the graduates of career-oriented programs. This proposed change has also been recommended by the Curriculum Coordinating Committee. Further, the

Committee recommends the establishment of an Associate of Fine Arts degree. In so doing, it is recognized that a degree designation not currently used at Triton is being added and that this is somewhat inconsistent with the recommendations previously suggested. The Committee believes, however, that the unique needs and demands of the Fine Arts program (art and music) require a separate degree and that, unless this is done, the Associate of Arts degree cannot be clearly delineated.

Finally, the Committee recommends that the Associate of Liberal Studies degree be dropped because it is so loosely defined and is awarded to such a diverse group of graduates that it has become meaningless.

In summary, the Committee recommends that Triton College degree designations should be limited to:

Associate of Arts (A.A)
Associate of Fine Arts (A.F.A.)
Associate of Science (A.S.)
Associate of Applied Science (A.A.S.)

General Education

Overview

No curricular concept is as central to the endeavors of the American College as general education, and none is so exasperatingly beyond the reach of general consensus and understanding.[11]

College and universities across the country are currently reviewing the undergraduate curriculum and in many cases are instituting extensive and telic revisions, especially in general education requirements. Curriculum review at Harvard, for example, has resulted in a restructuring of general education requirements into a core curriculum comprised of five major components: Literature and Arts, History, Social Analysis and Moral Reasoning, Science, and Foreign Culture. The University of California at Berkeley has recently modified its requirements in English reading and composition, quantitative reasoning, the humanities, and the social and natural sciences. The California system of public higher education is studying the undergraduate curriculum as are the Miami-Dade and Dallas County community college districts.

Much of the current concern about general education in American colleges and universities today must be attributed to such recent important publications as the Carnegie Commission's *Missions of the College Curriculum,* the American Association of Community and Junior Colleges' quarterly *Shaping the Curriculum,* the American Council on Education Report, and former United States Commissioner of Education Ernest Boyer's *Education for Survival.* While there is no consensus regarding what the shape of the undergraduate curriculum should be, many people are calling for a shift from the elective curriculum to a required core of general education courses.

To build a core curriculum today might seem a hard, perhaps impossible task. Everything--the vanished consensus, the spread of knowledge, institutional inertia—argues against it.

Yet while diversity necessarily and correctly affirms the individual, education for independence is not enough. Education for interdependence is just as vital. Only a common core of study confronts the fact that isolation and integration are both essential, that social connection points are crucial for greater understanding and survival...But our own social and cultural condition calls out for a new core curriculum; and while the task for creating one may be hard, it is not impossible.[12]

The call for telic changes in the undergraduate curriculum comes from sources inside and outside of higher education. A brief review of the history of American higher education should provide some insight into the reasons for the current dialogue about the structure of the curriculum.

When our first colleges were founded in the seventeenth century, the mission of higher education was extremely narrow in scope and was precisely defined: The goal was to transmit the cultural heritage of Western civilization to a homogenous group of students, all preparing to become members of the clergy.

By about 1870, the university began to respond to the emerging American pragmatism and industrialization in its overall mission and in its curriculum. Instilling students with knowledge having direct applications to a growing industrial system had become an integral part of the university. By this time, the central purpose of higher education had changed from that of transmitting Western culture to a small elite to that of teaching the knowledge and skills needed by American argiculture, business, and industry. Higher education had become a social mechanism supporting economic growth through research and through preparation of its graduates for employment.

This new emphasis created the academic major and the professional school, in which enrollment depended on employment opportunities.

Another major change in higher education occured during the 1960's as society began to question the value of the curriculum and the degree, to demand equal access to higher education for all, to call for accountability to the tax-payers and consumers of higher education, and to look to higher education as the vehicle for individuals to achieve their potential. Colleges and universities responded to the new expectations by moving away from required courses and the lockstep curriculum to a more selective curriculum. They created new courses to satisy the demand for "relevance" in the undergraduate curriculum.

They also responded by eliminating most of the traditional barriers to college admission, providing greater flexibility and more options for students within required areas of study, and experimenting with and adopting many new approaches to learning such as the university without walls, self-paced independent study, and a variety of academic/experiential programs.

The Carnegie Commission report captures the essence of each of the eras of higher education as follows:

> As the first era has been grossly caricatured in the image of the 'ivory tower,' and the second of the 'public service institution,' so the third might be as the 'academic shopping center.'[13]

Many of today's critics of the undergraduate curriculum argue that the elective curriculum or "academic shopping center" represents an abdication of responsibility by both faculty and college administrators inasmuch as students lack the knowledge, maturity, and experience necessary to create their own program of study. As Boyer and Kaplan express it, "Clearly students must be free to follow their own interests, to develop their own attitudes, and to pursue their own goals. But truly educated persons move beyond themselves, gain social perspective, see themselves in relation to other people and times, understand how their origins and wants and needs are tied to the origins, wants, and needs of others. Such perspectives are central to the academic quest."[14] In a similar vein, the *Chicago Tribune* in a summary of the Carnegie Commission report stated, "More and more institutions are giving the students whatever they want, with aimless electives and excessive and premature specialization as results."[15]

While the Carnegie Commission feels that the pendulum has swung too far in response to the demands of the 1960's, it also believes that curriculum change should be based on a thorough review of the total curriculum and on general education, rather than being merely a reduction in elective courses and a proportionate increase in required courses. The Commission states that general education is:

> A mediating influence that, through institution-wide requirements, ensures that all students obtain, from the many courses and programs an institution may make available, some knowledge of the ideas and culture that were once themes of the total liberal arts college. It does so by providing learning that:
> 1. Builds skills for advanced studies and lifelong learning.
> 2. Distributes time available for learning in such a way as to expose students to the mainstreams of thought and interpretation--humanities, science, social science, and the arts.
> 3. Integrates learning in ways that cultivate the student's broad understanding and ability to think about a large and complex subject.[16]

At Miami-Dade Community College, general education goals for the following six categories have been defined:

1. Fundamental skills
2. The individual
3. The individual's goals for the future
4. The individual's relationships with other persons and groups
5. Society and the individual
6. National phenomena and the individual (see Appendix C).[17]

A common theme in the literature on the college curriculum is that each institution must carefully define its mission and scope. Afterwards, the general education requirements for its students can be established. The Carnegie Commission has concluded that "general education is that part of the undergraduate curriculum that permits a college or university, as an institution, to make a unique contribution to the education of its students."[1]

Current General Education Requirements at Triton College

The current degree or general education requirements were last revised in 1971-72 and, except for the minor changes listed below, have remained essentially the same since then:

Changes Since 1971-72

1. The social science requirement was increased from six to seven semester hours
2. Journalism was added to the humanities group
3. The mathematics/science requirement was raised from five to six semester hours
4. Geography was added to the science group
5. The physical education requirement was dropped

The current general education requirements are as follows:

1. General Degree Requirements
   a. University transfer curricula

RHT 101	Freshman Rhetoric and Composition
RHT 102	Freshman Rhetoric and Composition II
SPE 101	Principles of Effective Speaking
PSC 150	American Government
HTH 104	Science of Personal Health
CSG 150	Student Development

   A total of 15 semester hours is required.

   b. Career Education curricula

RHT 124C	Communications I
RHT 138C	Communications II
SSC 190C	Contemporary Society
HTH 104	Science of Personal Health
CSG 150	Student Development

   A total of 12 semester hours is required. However, students in career education curricula may elect to satisfy the general degree requirements for university transfer.

General Education Requirements for UTS Curricula:

Students who intend to be candidates for degrees in any university transfer curricula must have earned 36 semester hours from the following categories:

Group I: Communications--six semester hours; RHT 101 and 102 are required of all students in university transfer, to satisfy the Group I requirements.

Group II: Social Science--six to 18 semester hours; required semester hours of credit must be earned in at least three of the following areas: anthropology, economics, geography, history, political science, psychology, and sociology. (PSC 150 and CSG 050 are required of all students in university transfer, as part of the Group II requirement. To meet requirements of transfer institutions, students should attempt to have credit in three academic areas other than CSG.)

Group III: Humanities--six to 18 semester hours, or 12 to 18 semester hours for A.A., if foreign language requirement is not met. Credits must be earned from: art, humanities, speech, foreign language, English, music, and philosophy. Not all courses within the subject areas indicated are applicable to the Group III requirement. Consult with counselors for appropriate courses. (SPE 101 is required of all students in university transfer, as part of the Group III requirement.)

Group IV: Science and Mathematics--five to 18 semester hours. Credit must be earned in at least two of these areas (including one laboratory course): biology, botany, chemistry, geology, physical geography, physical science, physics, physiology, science of personal health, mathematics, or zoology. (HTH 104 is required of all students in university transfer, as part of the Group IV requirement.)

Committee Concerns

As a result of its review and discussion of the current degree requirements, the Committee has concerns in the following areas:

1. Advanced Learning Skills

   The Carnegie Commission recommends that minimum competency requirements be established in English and mathematics, foreign language, and other skills that are necessary for continued learning. While Triton's written and oral communications skills requirements appear to be adequate, the Committee has questioned the adequacy of the mathematics requirement. Because the mathematics requirement is included in the Math/Science group, it is possible for a student to avoid mathematics altogether and earn a degree even though he or she lacks the foundation for advanced learning in mathematics. Furthermore, because of the overlap between high school and first-year college mathematics, some students may satisfy the degree requirements by taking courses that are of high-school level or, on the other hand, they may take college-level mathematics courses in high school that are subsequently not recognized as meeting the degree requirement at Triton College. In regard to foreign language, the Committee also questions the practice of applying only six semester hours toward the humanities requirement when a student completes two full years of a language. The consensus of the Committee is that this practice is counter-productive in that it discourages students from enrolling in foreign language courses.

2. Breadth and Distribution Courses

   The requirements in this category are established to insure that each student is exposed to the content, methods, and traditions of the humanities, social sciences, and natural sciences. In reviewing the degree requirements, the Committee identified the following problems:

   a. While the Associate in Arts and Associate in Science degrees do list distribution requirements by broad categories (Group I, II, III, IV), there is little specificity within any of the categories. At best, and with few exceptions, Triton has a system of electives within categories; and therefore, one cannot be assured that any meaningful survey or comprehensive understanding of a discipline or category of discipline will occur.

   b. There are only minor differences between the university transfer associate of arts and associate of science degrees. Separate degree designations are not warranted if the requirements for both degrees are similar.

   c. The associate of science degree in the career area lacks breadth and distribution requirements. Such courses must be added to assure that the degree program differs from the certificate program in terms of breadth as well as in length.

3. Integrative or Synoptic Courses
   Integrative or synoptic courses are designed to avoid what Bertrand Russell once called the "current trend toward fierce specialism." Such courses try to examine major themes or issues from an interdisciplinary perspective, thereby providing a significantly broadened learning experience for students. Interdisciplinary learning is based on the assumption that the proliferation of disciplines resulting from the explosion of knowledge tends to leave students with a narrow interpretation of various phenomena when they are studied from the limited perspective of a particular discipline. The Committee believes that integrative courses should be established at Triton College.
4. Other Concerns
   The Committee is also concerned about the following:
   a. Even though the computer is now recognized as being an integral part of contemporary life, there are no requirements in this area.
   b. Requirements must be expanded in the area of physical fitness and health if the goal of the College is the total development of the student.
   c. The number of required core courses is inadequate while the number of elective courses is excessive.
   d. A course that provides a bridge between college study and the world of work is needed in both the university transfer and career areas. The feasibility of meeting that need by revising the content of Counseling 050 should be explored.

The proposed modification responds to several concerns previously stated in the following ways:

1. A clearer distinction between degree designations is achieved, particularly between the Associate of Science and the Associate of Applied Science Degree.
2. General Education requirements have been revised in the career area, assuring at least a minimum distibution of general education courses. At the same time, however, care was taken to avoid imposing excessive requirements that could result in job skill deficiences.
3. Breadth courses were established to assure a greater common base for all students, while still allowing for flexibility within each broad category or group.
4. The Committee's belief that several integrative or synoptic courses should be established and incorporated into the general education core is tempered by the understanding that these courses should be established as electives first to allow faculty to gain experience with them. The Committee believes, however, that ultimately integrative courses should become a required part of the curriculum. At this point, the Committee encourages the development of such courses on a voluntary and elective basis to test the viability of the recommendations made.
5. Consistent with the belief that the College should concern itself with physical as well as mental fitness, the Committee is recommending a Group V. It is suggested that a new course be established combining health, worthy use of leisure, and an introduction to physical activities of a lifelong nature.
6. Also, the Committee recommends a new Group VI. This group has the purpose of improving students' motivation and persistence in achieving their goals. Instruction in this group, ideally, attempts to assist students in long-term and short-term goal setting. Though establishing career goals is considered important by the Committee, the formation of personal and recreational goals is no less important. It is also important that students learn time-management study and job-seeking skills. The Committee recommends that the College counseling course serve these educational goals.
7. Within the science and mathematics grouping, the proposed requirements will assure that students take a minimum of one course in each discipline and one course in computer science. The Committee feels that a course should be established with the goals of developing in all students a general understanding and familiarity with computers and their impact on contemporary society.

8. Within the humanities, foreign language study is encouraged by permitting the substitution of a one-year sequence in a foreign language (8 semester hours) for the three courses in the humanities (9 semester hours) that are otherwise required for the associate of arts.
9. The number of free electives has been reduced, as have some of the options available within a grouping or category. At the same time, however, student choice within a specified framework still remains.

Committee Recommendations
Degree Graduation Requirements

Group	Assoc. of Arts	Assoc. of Science	Assoc. of Applied Science	Assoc. of Fine Arts
I. Communications	RHT 101 RHT 102 SPE 101 Total: 9 sem. hrs.	RHT 101 RHT 102 SPE 101 Total: 9 sem. hrs.	RHT 124C RHT 138C 6 hours or RHT 101 RHT 102 9 hours SPE 101 Total: 6-9 sem. hrs.	RHT 101 SPE 101 6 hrs. Total: 6 sem. hrs.
II. Social Science	PSC 150 or HIS 151 3 sem. hrs. Two of the following: ANT 102 or 103 ECO 102 GEO 104 or 105 PSY 100 or 105 SOC 100 6-7 sem. hrs. Total: 9-10 sem. hrs.*	PSC 150 or HIS 151 3 hrs. One of the following: ANT 102 or 103 ECO 102 GEO 104 or 105 PSY 100 or 105 SOC 100 3-4 sem. hrs. Total: 6-7 sem. hrs.	SSC 190C 3 hrs. or PSC 150 3 hrs. or HIS 151 3 hrs. Total: 3 sem. hours	PSC 150 or HIS 151 3 hrs. One of the following: ANT 102 or 103 ECO 102 GEO 104 or 105 PSY 100 or 105 SOC 100 Total: 6-7 sem. hrs.
III. Humanities (Option I)	Three of the following: ART 111 or 112 ENG 101, 102 or 103 (Literature) HUM 151 or 152 JRN 120 MUS 110 HIS 121 or 122 PHL 101 SPE 130 (Drama) 8-10 sem. hrs. Total: 8-10 sem. hrs.*	Two of the following: ART 111 or 112 ENG 101, 102, or 103 (Literature) HUM 151 or 152 JRN 120 MUS 110 HIS 121 or 122 PHL 101 SPE 130 (Drama) 5-7 sem. hrs. Total: 5-7 sem. hrs.	HUM 101 3 hrs. or Three 1-hour courses from following disciplines (courses to be developed): ART _____ Eng. Lit. _____ HUM _____ HIS _____ MUS _____ PHL _____ Drama _____ Total: 3 sem. hrs.	Two of following: ENG 101, 102 or 103 JRN 120 MUS 110 PHL 101 HIS 121 or 122 ART 111 or 112 SPE 130 HUM 151 or 152 Total: 5-7 sem. hrs.
III. Humanities (Option II)	One year of a foreign language sequence 8 sem. hrs. Total: 8 sem. hrs.	One year of a foreign language sequence 8 sem. hrs. Total: 8 sem. hrs.		One year of a foreign language sequence 8 sem. hrs. Total: 8 sem. hrs.
IV. Science & Mathematics	One course in each of the following areas: Physical or Life Science 4 sem. hrs. Mathematics 3 sem hrs. Computer Science 1 sem. hr. Total: 8 sem. hrs.	Mathematics 3-9 sem. hrs. Science 4-8 sem. hrs. Computer Science 1-5 sem. hrs.** Total: 16 sem. hrs.	APP 111C or TEC 122C or DPR 112C or BUS 146C Total: 3-4 sem. hrs.**	Comp. Sci., 1 sem. hr. One course from the following areas MAT 102 or 104 AST 101 BIS 100 CHEM 101 or 102 GEO 200 GOL 101 Total: 4-6 sem. hrs.
V. Health/ Fitness	HTM/P.E. 3 sem. hrs. (course to be developed) Total: 3 sem. hrs.	HTH/P.E. 3 sem. hrs. (course to be developed) Total: 3 sem. hrs.	HTH 281 2 sem. hrs. or HTH 104 2 sem. hrs. Total: 2 sem. hrs.	HTH/P.E. 3 sem. hrs. (course to be developed) Total: 3 sem. hrs.
VI. Career Development	CGS 150 1 sem. hr. Total: 1 sem. hr.	CSG 150 1 sem. hr. Total: 1 sem. hr.	CSG 150 1 sem. hr. Total: 1 sem. hr.	CSG 150 1 sem. hr. Total: 1 sem. hr.
TOTAL HOURS REQUIRED	38-41*	41 - 43	14 - 20	26 - 29

* An additional 3-4 hours in any of the above disciplines in any course of the student's choosing is required beyond the hours prescribed. While this is part of the General Ed. requirement, it is listed separately because of the elective nature of the requirement. It is also recommended that sequencing of courses occur wherever possible.

** A department or specialization area may request that this requirement be waived for students in that program if comparable instruction in math and/or computer science is incorporated into the program in other ways.

Entrance Expectations/Basic Skills

Overview

The greatest challenge faced by community colleges today is that of simultaneously maintaining an open admissions policy, a low attrition rate, and academic integrity. There is considerable evidence that many colleges are failing on all three counts.

A common and valid criticism of community colleges is that, while they have become more accessible to many students who formerly would have been denied admission to college, the open door has indeed become a revolving door for many. The reasons for this phenomenon should be obvious even to the casual observer. The revolving door became a foregone conclusion as soon as colleges started to admit students who lacked the academic preparation for college-level work without simultaneously establishing adequate assessment and developmental programs for them. An American College Testing (A.C.T.) report supports this indictment of community colleges:

> The implication is that the emphasis on increased accessibility to college, which may have been successful as evidenced by lower average test scores of entrants, was not matched by the provision of programs and environments compatible with the needs of 'new' students.'[9]

Any college that is serious about maintaining academic integrity, low attrition, and open admission must establish the necessary support systems for high-risk students.

In its report, the Carnegie Commission indicts the elementary and high schools for the basic skills deficiencies among so many of their graduates. The Commission feels, however, that if the colleges and universities accept these students, they simultaneously accept the responsibility for providing whatever services and programs are necessary to help them achieve their educational goals.

Current Practices at Triton College

Triton College currently has an open admissions policy; that is, it accepts all students who want to enroll. All degree students are required to undergo academic assessment prior to enrollment. Those having academic deficiencies are required to enroll in developmental education courses prior to admission to college-level academic programs. While non-degree students are currently exempted from comprehensive academic assessment and screening, a self-assessment model is currently being used for that group of students.

The Developmental Education Program, which includes a Learning Assistance Center, is beginning its third year of operation. While the effectiveness of the program has not been formally evaluated, the available data indicates that its student retention rate is as good as for the entire College.

Committee Recommendations

1. Student assessment and screening for diagnostic purposes and for assuring proper academic placement of students should be expanded to include all students for whom these procedures are appropriate.
2. The Committee recommends continuation of open admissions for all students who can benefit from post-secondary education at Triton.
3. The Developmental Education Program should be expanded as necessary to assist students in achieving their goals. All aspects of the program should be carefully evaluated, especially during its formative years.

The Committee recognizes that academic assessment of all students may have a negative impact on enrollments. It also recognizes, however, that current high rates of attrition in some courses may be reversed through improved academic assessment and placement. It further believes that such a program is necessary if the College hopes to maintain academic integrity along with an open door and a respectable retention rate.

Course Numbering

Overview

Typically, community colleges do not differentiate between transfer courses and career courses in the assignment of course numbers. Rather than differentiate intent of courses by course numbers, community colleges differentiate through degrees awarded as follows:

A.A. or A.S. (Associate of Arts) (Associate of Science)	typically denotes that student has completed a program comprising transfer courses designed to prepare the student for the next higher level of education.
A.A.S. (Associate of Applied Science)	typically denotes that student has completed a program comprising occupationally-related courses intended to prepare the student for immediate employment

A national movement is developing, however, whereby more and more senior institutions are offering "capstone" programs—that is, accepting and building upon the two-year A.A.S. degree.

Current Practices at Triton College

Since its inception, Triton College has awarded the Associate of Science degree for both occupational and university transfer programs and, to avoid any confusion that might result from that practice, it has numbered its occupational courses from 010 to 099. Both practices are atypical for community colleges and are inconsistent with the rest of the state and the nation. There is some concern that because of the duel purpose of the A.S. degree, the transcripts of Triton graduates attempting to transfer their associate degrees may face greater scrutiny to determine whether or not they have earned university transfer degrees.

In 1972, an evaluation team from the State Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, State of Illinois, recommended that courses numbered below 100 should be renumbered above 100 unless they are specifically designed to correct high school deficiencies.

A 1977 survey of Illinois community colleges (33 colleges responded) indicated that only Triton and one other college were using a 010 to 099 numbering system.

A change in the Triton College numbering system is endorsed by all Triton College Career Education administrators, department chairperson, and counselors assigned to occupational programs.

Many individuals change their career goals, and today more and more individuals who have successsfully completed a two-year occupational program are pursuing additional education. Students encounter problems when they matriculate at private or out-of-state institutions. Because of the current numbering system, the Triton courses numbered from 010 to 099 are assumed to be remedial or developmental courses and as such are considered to be below college level. Furthermore, this system may create the impression that Triton's career programs are inferior to those at other institutions, thereby permanently stigmatizing the graduates of such programs.

Triton's course numbering system is an anachronism that is in dire need of attention. There are no apparent advantages to the College in maintaining the present system.

Committee Recommendations

1. Award A.A.S. degrees for career programs.
2. Change career course numbers to 100 and 200 level to reflect the fact that these courses are college level.
3. Add "C" after each career course that has not been formally articulated (i.e., BUS 161 Business Law I presently is both a transfer and career course and it has been formally articulated; therefore, no "C" would be added. BUS 054 Human Relations would become BUS 154C because it is a career course and has not been formally articulated.) The added "C" will assure students and institutions that the course is a college-level course in a career program but that it would not necessarily be accepted as a transfer course. (Note: Many community colleges make no differentiation other than A.A.S. degree, but this approach can mislead students into thinking that they are taking transfer courses when they are not.)
4. Clearly publicize the meaning of "C" in the catalog, in the schedules, on program cards, and in other materials.

Credit Hour Value

Overview

The credit hour, like the letter grade, has been gradually devalued. The traditional definition of one semester hour of credit—15 class hours plus 30 hours of out-of-class study—no longer applies in awarding college credits for short-term workshops and seminars, life experiences, and many nontraditional forms of learning. It is axiomatic that learning may occur in other than traditional academic settings, and to award college credit for such learning is entirely legitimate and educationally defensible. However, colleges must be vigilant and carefully scrutinize such activities to insure that devaluation of the credit hour is not disguised as innovation.

The Illinois Community College Board has criticized colleges for devaluating the credit hour. Because of alleged abuses, the ICCB prohibits colleges from awarding more than one credit per week for short-term workshops and seminars. And while the logic of this simplistic formula may be open to question, it has been effective in curtailing credit devaluation.

It is obvious that colleges must continue to adopt educational innovations and, in so doing, it may be necessary to use a variety of criteria to define the college credit hour. However, academic standards will not be maintained if devaluedcredit hours are awarded for nontraditional learning.

Current Practices at Triton

Inasmuch as all university transfer and career education courses are submitted for ICCB approval, and all university transfer and many career courses are formally articulated with four-year colleges and universities, Triton credits are readily accepted in both the academic and the occupational marketplace. However, as the College moves toward greater flexibility in scheduling and adopts various nontraditional learning models, the value of the credit may be threatened. It is important that the College remain vigilant regarding the potential for reduced academic standards and pursue all efforts to prevent this possibility from becoming a reality.

Committee Recommendations

1. The Committee supports the ICCB and IBHE efforts to establish minimum criteria for the granting of credit, including the guidelines that allow no more than one credit per week for short-term learning experiences.
2. The Committee supports the traditional basic assumption that the credit hour should equate to a minimum of 15 classroom contact hours and 30 hours of additional study. Nontraditional efforts should be compared against that standard.

Program/Course Content

Overview

A review of the college curriculum would be incomplete without a discussion of expectations relating to program and course content, both from a student and institutional point of view.

As educational consumers, students are entitled to receive appropriate "value" for their monetary and time investment.

Assuming students' expectations are commensurate with their abilities, and assuming further that students' efforts are consistent with the demands of individual courses and programs, it is reasonable to expect that the institutional obligation of providing appropriate "value" is present.

Within the multiplicity of publics served by the institution, "value" will have a diversity of definitions. For example, given the assumptions previously indicated:

(1) Students successfully completing University Transfer programs should be confident that their education is commensurate with freshman and sophomore-level programs and that they are adequately prepared to transfer to a senior institution.

(2) Students successfully completing Career Education programs should be confident that their education has provided them with the knowledge and skill necessary to enter their chosen field.

(3) Students successfully completing courses, seminars, or workshops should be confident that the content presented is consistent with the stated purpose of the activity.

Current Practices at Triton

There appears to be a wide variation throughout the institution in course and, therefore, program content. Course descriptions in the catalog are necessarily brief in nature and are generally insufficient in terms of delineating course content, instructional strategies, and expectations. Course outlines range from brief, topical outlines to comprehensive, detailed outlines. In some instances, "identical" courses appear to have widely diverse content. Course outlines do not consistently address content, objectives, and instructional strategies.

Committee Recommendations

1. The establishment of objectives for individual courses is most appropriately the responsibility of individual departments where subject matter specialists are assigned. Therefore, it is recommended that the responsibility for development of objectives remain at the appropriate departmental level.
2. In the departmental development of objectives, it is essential that the following major criteria be followed:

University Transfer Courses:

(A) All courses have as their academic base an essential body of knowledge and/or skills and/or appreciations to be included.

(B) All courses include objectives to be attained, with objectives prepared in a format to be determined within the departments. Recognition is to be given to the principle that, in pursuing the accomplishment of course objectives, a variety of teaching styles and/or instructional methods is possible, and in fact, such diversity is encouraged.

Career Education Courses:

(A) All courses are to conform to the mandate of approving agencies that require objectives to be in a performance-based format containing condition, outcome and criteria statements based on competencies needed for employment.

(B) Within the above framework, it is the responsibility of departments to establish appropriate course objectives. Recognition is to be given to the principle that, in pursuing the accomplishment of course objectives, a variety of teaching styles and/or instructional methods is possible; and, in fact, such diversity is encouraged.

Grading

Overview

Grading has perplexed educators since the inception of formalized education. As society has become more complex and has become increasingly dependent upon grades as a criterion for employment and other life-impacting situations, concern for grading as a process has become more acute. The process of grading has become more individualized and subjective at some institutions than most people would like to admit. When grades are interpreted by admissions officers, employers, and other reviewers of transcripts, they are often magically transformed into an absolute judgment of the quality of a student's efforts. The fact that the grade may have been based upon class attendance, attitudes exhibited in class, failure to complete assignments on time, or a myriad of other factors is unknown to the reviewer. As Ohmer Milton and John Edgerly state[20]: "Unidimensional symbols report multidimensional phenomena. . . the symbol by itself reveals nothing about the quality of the test or tests through which it has been derived."

In an article adapted from his report on undergraduate grading, 1960's to 1970's, Sidney Suslaw, Director of the Office of Institutional Research of the University of California at Berkeley, has expressed the following concern:

> In recent years there has been growing national concern with the apparent steady improvement in scholastic performances of undergraduate students as reflected by letter grades. This phenomenon has been termed "grade inflation," the implication being that it parallels monetary inflation. Measured against past national standards, the current inflated unit (whether it be money or grades) gives the consumer less value. This suggests that deans of graduate studies programs, deans of professional schools such as medicine, law, and business administration, and employers of recent bachelor's degree recipients are faced with the necessity of re-interpreting the value placed on reported scholastic records of students. If increasingly larger proportions of students seeking admission to graduate and professional programs or entrance to employment present high performance records, how many deans and employers maintain their selection standards for a limited number of places? The primary concern nationally is that a continued rise in grade inflation will reduce even further the usefulness of scholastic grades as a guide for determining potential performance.[21]

The Carnegie Commission has described the problem this way:

> Because grades are used as a sorting device by prospective employers and admissions officers, norm referenced grading is often preferred by professors and students. But there recently has been serious deterioration in the rigor with which such grading has been used. In a study of 58 universities . . . it was found that from the early 1960's to the 1970's the percentage of A grades awarded more than doubled, from 16 to 34 percent, while the percentage of C grades had diminished not quite by half, from 37 to 21 percent. In the same study, the mean grade point indices rose from 2.47 to 2.94 on a scale in which the A equals 4 and F equals zero.[22]

This change in grading practice, it must be remembered, is occuring at a time when scores on national admissions examination (ACT, SAT) are declining.

Grading is an important aspect of higher education; as such, the process of grading must be pursued and maintained in higher education. Grading decisions are the responsibility of the instuctor, and are made within the context of a grading system established by the college that in turn attempts to be consistent with other grading systems nationwide.

In order to have meaning, grading must achieve as much internal and external consistency as possible within the subjective nature of the process. This requires substantial discussion and interaction among faculty and administration to establish a high degree of understanding regarding expectations and practice. It requires discussion of how grades given by one instructor relate to those given by others and comparison data about national grading practices. The success of graduates should be reviewed to determine if the grades they received relate to their subsequent grades at transfer institutions or to their success on the job.

Grading in and of itself is a by-product rather than a primary focus of the College. It is a comparative measurement of the learning that has occured. Since the integrity and credibility of the College may hinge on it, grading must be performed with the utmost care.

Current Practices at Triton

Presently, Triton College uses the five-point A, B, C, D, F system, with other grades awarded for special purposes such as I for incomplete, W for withdrawal, P for pass, R for reschedule, and AUD for audit.

The primary grades, A, B, C, D, F are defined as follows in the Triton College Catalog:

A—Excellent
B—Good
C—Fair
D—Poor
F—Failure

A more specific statement regarding grading expectations is found in the Faculty Handbook:

Grade of "A"

a. Consistently superior scores on examinations.
b. Assignments completed in prescribed form, on time, with evidence of careful research on subject matter and planned presentation.
c. Consistently shows independent thinking in terms of the subject matter of the course, either in written assignments and/or class discussion.
d. Shows grasp of relationships among various parts of subject, either in written assignments or class discussions by noting parallels, similarities and paradoxes in subject matters.
e. Shows, by behavior (written, verbal, social), that subject matter is applied to new situations.
f. Asks questions which are appropriate and which stimulate further relevant discussion by instructor and/or students.
g. Complies with attendance regulations of the College.

Grade of "B"

a. Consistently above average scores on examinations.
b. Assignments completed in prescribed form and time, with evidence of some extra references and planned presentation.
c. Presents independent ideas frequently on subject matter of the course, either written assignments and/or class discussions.
d. Shows grasp of general organization of subject matter by noting parallels in various aspects, in written assignments and/or class discussions.
e. Shows, by behavior (written, verbal, social), that the reasons for learning subject matter are understood and some application made.
f. Asks appropriate questions which clarify presentation of subject matter.
g. Complies with attendance regulations of the College.

Grade of "C"

a. Satisfactory scores on examinations.
b. Assignments completed in correct form, on time or made by arrangements with evidence of coverage of all assigned work and planned preparation.
c. Presents evidence of satisfactory grasp of assigned subject matter of the course, either written assignments and/or class discussions.
d. Shows grasp of organization of subject matter as pointed out in textbooks and class instruction.

e. Shows, by behavior (written, verbal, social), that subject matter has some application to academic, social or vocational goals.
f. Such questions as are asked are relevant.
g. Complies with the attendance regulations of the College.

Grade of "D"
a. Below average examination scores but high enough to show better-than-chance responses.
b. Assignments completed in imperfect form (not always on time), some evidence of solvency presentation.
c. Follows the course of discussion by others but contributes little.
d. Shows grasp of individual units of subject matter but little evidence of inter-relationships.
e. Shows improvement in behavior (written, verbal, social), by direct application of some of learned material but with little insight.
f. Complies with attendance regulations of the College.

Grade of "F"
a. Unsatisfactory test scores.
b. Assignments omitted or incomplete.
c. Pays little attention to class proceedings.
d. Shows no interest in or grasp of subject matter.
e. Shows no improvement during semester.
f. Does not comply with attendance regulations of the College.
g. Quality of performance in clinical situation is such that future patient care may be adversely affected by granting of passing grade to student and permitting student to enroll in next course or graduate.

The available data suggests that current grading practices at Triton College are consistent with those at other colleges. However, the declining ACT scores of entering students throughout the nation do not seem to be reflected in the overall grade distribution. The feedback from the colleges and universities to which Triton students transfer indicates that transfer students achieve at approximately the same level as the native students at those institutions.

Because Triton is preparing transfer students to perform as successfully at senior institutions as do their native students, with approximately the same grades, any grade inflation concerns that may exist here can be generalized to the entire nation. While the Committee does not feel that a need exists to pursue a significant review of our grading practices, it does believe that the policy of assigning the "W" grade through the fifteenth week of the semester is too liberal.

Committee Recommendations

1. While no significant grading problems are perceived at this time, grading needs to be analyzed and reviewed regularly to assure continued continuity and standards consistent with other first and second-year collegiate institutions. Better data collection is necessary, and such data should be shared with the faculty to establish a meaningful basis for assessing the grading process. The following areas should be studied:
   a. grading practices by school, department, and individual instructor
   b. a system that encourages the faculty to work with students who are failing as an alternative to their dropping the course with a W grade
   c. a method to assure that the W is used properly, rather than as a way to avoid assigning F grades to students who have failed a course.
2. Limit the "W" grade to the first 9 weeks of the semester. While the Committee did not agree on specific modifications beyond those suggested, there was unanimous support for a major review of present practices and a corresponding desire to tighten existing guidelines.

Assessment of Graduates

Overview

In the final analysis, the critical test of higher education is the level of competence achieved by the student at the conclusion of the educational experience. Any assessment of this competence, much of which can only be pursued several years after the individual graduates, is so complex and involves so many variables, that few colleges have attempted much in this regard. Instead, colleges, accrediting agencies, and others concerned with institutional quality have established a series of instructional indicators to be utilized in lieu of efforts to assess graduates. The underlying assumption is that if we can identify the elements of quality education and can assess the degree to which they exist at a particular college, inferences may be drawn about the overall quality of the institution.

In recent years, however, there have been increasing demands that institutional quality be measured by using appropriate research and follow-up studies rather than relying on secondary data and inference. The need to assess graduates to assure competence is not only important for meeting accrediting expectations, but is equally important for assuring ourselves that we are effectively meeting community expectations.

Assessing student achievement is necessary and must be pursued more diligently and in a far more comprehensive manner than ever before. The problem, however, is the same as previously faced: How can it be done both efficiently and accurately? What constitutes a valid test of competence or a meaningful measure of outcomes? It is obvious that no single assessment instrument may be used for all students in a comprehensive community college. Also, because students enter the college with different academic preparation, experiences and abilities, it is extremely difficult to determine what the impact of the institution has been on each. Finally, there is currently no consensus either within or outside of higher education regarding what the purpose of education is and therefore what the associate degree or certificate should assure.

Each institution must clearly establish its mission and scope, define the intended outcomes for each of its degrees or certificates, and identify the intended educational outcomes for each program. It then must construct the most appropriate means for measuring the degree to which the institution succeeds in pursuit of its overall goals.

The American College Testing Program, Educational Testing Service, and the National Center for Higher Education Management Systems have been struggling with the problem of creating an assessment of college outcomes for general use. Their efforts to date have been inconclusive.

The fact is that any systematic effort to assess outcomes, competence, achievement of goals, etc. must be both complex and multidimensional, incorporating dozens of assessment approaches:

Some of the problems that must be reconciled include:

1. Some desired outcomes are difficult to measure, especially with a high degree of accuracy. Included in this category are outcomes related to creativity, attitudes and values, and personality characteristics.
2. Some desired outcomes can only be measured through longitudinal studies; therefore, their measurement depends upon being able to locate students long after they have left the college.
3. If an appropriate assessment of the education process is to be undertaken, one should measure the initial or entry status of the learner as well as his/her achievement at the end of the learning experience. This requires an extensive prescreening system at the point of admission; and even when this is done, one cannot be sure that the instructional program has had a primary effect. Other factors such as maturation, new social roles and responsibilities, and a variety of other experiences may have had an equal or greater effect.

4. A good assessment program must include an analysis of those who drop out of a course or program as well as an analysis of those who complete it. One cannot assume that those dropping out of a program represent failures while those graduating represent the only successes. Students often enroll in programs with far more limited goals than those established by the college and drop the program upon completion of these goals. In their view, the college was successful. The institution, therefore, must develop an assessment structure that recognizes individual goal achievement as well as institutional goal achievement.

Current Practices at Triton

At the present time, Triton College does not have a coherent program for assesssing the quality of its graduates. Much is known about some graduates and little is known about others. While the total effort may be too disjointed to be called an assessment program, a variety of data are collected from which it may be possible to draw inferences about Triton. Some of the characteristics of the current assessment effort are:

1. Little is known about the initial status of many students since non-degree students are not included in the preassessment program.
2. Only those students who must take a qualifying examination for licensure are subjected to any measure of exit competency.
3. The intended outcomes of a Triton education are ill-defined.

Over the past few years, the College has conducted studies that provide valuable insights about the overall quality of the institution:

a. Student profile studies were conducted in 1976 and 1977 and are currently in progress.
b. Graduate follow-up studies are conducted each year. These are one-year follow-ups.
c. A cohort survival study (persistence study) is currently in progress and will track the progress of students beginning with those who entered in 1974.

Other indirect measures of institutional effectiveness are:

a. Student evaluation of instruction
b. Grade distribution report
c. Data on program completion
d. Reports from transfer institutions
e. Results of licensure examinations
f. G.E.D. test results
g. Follow-up of developmental program students in mainstream courses
h. Feedback from counselors
i. Feedback from employers

Committee Recommendations

1. The college should begin to establish a coherent multi-dimensional assessment program. The system must be geared to the diversity and comprehensive nature of the College.
2. The role of the Office of College and Community Research must be expanded as it relates to institutional assessment. Data must be collected, organized, and analyzed, and research findings must be disseminated for use in curriculum studies and program review.
3. The intended educational outcomes for each certificate and degree program should be defined in measurable terms to whatever extent is feasible.
4. The College should conduct longitudinal studies of graduates one, three, and five years after graduation.

Articulation

Overview

Articulation, in the State of Illinois, is defined rather specifically for community colleges and their sister senior institutions. In 1970, the Illinois Board of Higher Education approved the following resolution:[23]

> Be it resolved that the Board of Higher Education views the public Junior Community Colleges of Illinois as partners with senior colleges and universities in the delivery of the first two years of education beyond high school in this state. There is need for full acceptance and recognition of this development throughout the higher education community. In furthering this goal, all trustees, administrators, and faculties of senior colleges and universities are requested to declare that a transfer student in good standing, who has completed an associate degree based on baccalaureate-oriented sequences to be transferred from a Junior Community College in Illinois be considered:
>
> a. to have attained junior standing and;
> b. to have met lower division general education requirements of senior institutions.

This formal declaration and the resulting cooperative and coordinated efforts by the ICCB and IBHE have established a unique and workable articulation structure in Illinois.

Articulation, as defined by the IBHE assures the transfer of community college students to four-year institutions with a minimum of difficulty and loss of credits. In establishing the resolution, the IBHE assumed a degree of comparability in programs and courses between the community colleges and the senior institutions. Should this not exist, the concept of allowing associate degree recipients junior status will not work. An important aspect of any articulation agreement, then, is constant vigilance over the quality of courses or programs offered through regular review and analysis of the requirements and expectations of the senior institutions.

Articulation in Illinois has gone far beyond the formal structure established between the community colleges and their senior counterparts. As Starnes and Wellman[24] describe the system, articulation agreements also exist between the ICCB and community colleges in the form of differing types of programs–district, area, regional, and statewide. In addition, interinstitutional agreements between community colleges and other educational agencies also exist and these can be inter-district, proprietary, and/or interstate.

All of these agreements are based upon the articulation premise described earlier–that programs are comparable and therefore transferable.

While most articulation relates to transfer from the community college to a senior college or university, attention must also be given to articulation problems with high schools. Just as community colleges must relate closely to senior institutions to assure good transfer, so must area high schools work with colleges to achieve the same end. Problems such as admissions criteria, course overlap, basic skill expectations and a variety of others must be considered, resolved, and communicated.

While it is clear that articulation, or the lack of it, between junior and senior institutions creates problems nationally, such is not the case in Illinois. Nationally, according to a 1973 study, students lost an average 5.3 percent of their previous credits when transferring to a university and 4.1 percent when transferring to a college.[25] It does not seem likely, in light of increased concern for credit hour production and student recruitment, that this situation has improved. Thus far, the State of Illinois seems to have avoided many problems in this area.

It should also be noted, that articulation sometimes is problematic for community colleges. Obviously, if an institution has to concern itself with course transferability and comparability, the freedom to establish unique and/or experimental courses is diminished. While higher education provides significant flexibility in this regard, external constraints do exist and, in fact, are increased as articulation becomes more formalized.

Current Practices at Triton

Because Triton was one of the earlier community colleges in the state, and its development paralleled that of the ICCB, articulation agreements related to this state agency are excellent. Further, senior institutions are very willing to accept Triton graduates with no penalty because of the excellent reputation of the College. This reputation is borne out in numerous studies conducted by the senior institutions demonstrating that Triton graduates achieve academically at approximately the same level as the institution's native students do.

Triton is also attempting to expand its articulation efforts by initiating a series of contracts and agreements with its feeder high schools. Area high schools are very much interested in and committed to the effort.

Committee Recommendations

1. While articulation is viewed as good at this time, there is a need for even closer articulation as competition begins to permeate all of higher education. The College should do everything possible to support and enforce the 1970 Articulation Compact established by the IBHE, and to assure acceptance of the spirit as well as the letter of the agreement by the senior institutions.
2. Some specialized accreditation bodies, such as the American Association of Collegiate Schools of Business, have established criteria that are contrary to good articulation and overly protective of senior institution interests. The Committee supports efforts to oppose this trend.
3. The initial efforts to work on articulation problems with area high schools are supported and encouraged.
4. Faculty and departments are encouraged to meet regularly with counterparts from colleges and universities as well as from high schools, to clarify problems and concerns that may occur between disciplines.
5. Senior institutions should be encouraged to collect data regarding the strengths and weaknesses of students transferring to them from community colleges and to report this information to the community colleges.
6. Counselors should be encouraged to continue collecting current information regarding transfer expectations and requirements for various senior Illinois institutions.

Course Duplication

Overview

Over the years, curriculum development and modification for particular programs or majors have been controlled primarily by the academic department. Consequently, as the pressure to expand instruction in the major has increased, a wide array of new courses that sometimes overlap or even duplicate existing courses has emerged.

In some colleges, for example, statistics courses are offered by several academic departments even though the concepts learned in each of the courses are essentially the same. The content of a human physiology course is essentially the same whether it is offered for nursing students or for biology majors.

Current Practices at Triton

While the Committee does not assume overlap and duplication exist at Triton, or that all overlap and duplication is necessarily inappropriate, it does believe that numerous areas of potential overlap do exist in credit offerings.

In addition to potential duplication among departments and/or disciplines, the Committee also found a number of instances in which courses with apparently similar objectives and content are offered through the Schools of University Transfer or Career Education and also through the School of Continuing Education. Areas of possible duplication and examples of particular courses are as follows:

Secretarial Science:	SEC 123C Typewriting I (Career Ed.) BUS E07 Beginning Typing (Cont. Ed.)
Data Processing:	DPR 254C COBOL Programming (Career Ed.) DPR E03 Intro. to Computer Programming (COBOL) (Cont. Ed.)
Reading	RHT 106 Speed Reading (Univ. Transfer) ENG E03 Speed Reading & Comprehension (Cont. Ed.)
Dental Laboratory Technology	DLT 112C Tooth Anatomy & Physiology (Career Ed.) CLT E01 Tooth Anatomy & Physiology (Cont. Ed.)
Real Estate	RES 183C Property Management (Career Ed.) RES E09 Real Estate Property Mgmt. (Cont. Ed.)

Committee Recommendations

1. Review the content and objectives of all courses to determine if duplication exists and, if so, which department should assume primary responsibility for that discipline. This determination should be made on the basis of greatest benefit to students.
2. Explore the feasibility of meeting the special needs of students in various technical programs through new, individualized instructional designs.
3. Conduct a thorough review of all apparent course duplication to determine if the intended learning outcomes are similar and, if they are, whether there are compelling reasons for continuing to offer the same course under two different course numbers or with similar or only slightly different course titles.

4. Explore the feasibility of creating new Basic Certificate Programs in Career Education by offering career-oriented continuing education courses for career education credit.
5. Encourage the faculty of career programs to meet with the faculty of the university transfer departments to discuss the objectives and content of particular courses. Improved communication between departments should obviate the creation of special mathematics, English, and science courses within the career programs.
6. Where duplicate courses are found to exist, they should be taught by the department that has primary responsibility for the discipline and faculty expertise and specialization. We must avoid internal competition, while at the same time insuring that the unique needs of different groups of students are effectively met. There occasionally may be good reason for the existence of a course that seems to duplicate others in its content and objectives.

Advisory Committees

Overview

On the national level, several citizen advisory councils have been created as a direct result of federal legislation. On the state level, three committees directly influence vocational education:

1. State Advisory Council on Adult, Vocational, and Technical Education
2. Comprehensive Employment & Training Act Manpower Planning Council
3. Private Industry Councils

The system of state advisory councils on vocational education was established in 1969, at which time a national council was also established. Although the method of operation of the state committees may vary from state to state, their function is typified in the State of Illinois statement of its responsibility:

> Initiate and continue a statewide ongoing program of evaluation, advisement, and planning cooperatively with the State Board of Education and other interested agencies and persons in a sincere effort to provide relevant educational opportunities to all citizens of the state.

The State Council is funded jointly through federal and state funds and to some degree assumes a "watchdog" role in assuring that citizens' vocational needs are served.

The Comprehensive Employment and Training Act Manpower Planning Councils developed as a result of the Comprehensive Employment and Training Act of 1973. The Manpower Planning Advisory Councils are in operation throughout the United States, operating in each of the approximately 500 prime sponsor areas (areas with populations of 100,000 or more), with the areas typically organized on a county basis.

The Comprehensive Employment and Training Act replaced the Manpower Development and Training Act and was formulated to carry out the philosophy expressed in the 1970 Presidential State of the Union message: "Let us put the money where the needs are. And let us put the power where the people are." Local Manpower Advisory Councils are charged with providing advice on how best to allocate the billions of dollars appropriated for CETA (1978 budget — $10 billion).

Because CETA had not generated the desired level of stable, unsubsidized employment, President Carter, in May 1978, initiated a program designed to provide active participation by private employers in the design and operation of employment programs through Private Industry Councils (PIC). It was his hope that close cooperation and coordination between CETA councils and PIC councils would result in improved utilization of funds and in a significant increase in stable, unsubsidized employment in the private sector.

Current Practices at Triton

The federal government feels that advisory committees are essential not only at the state or regional level, but also at the local level. Therefore, Triton College, all other community colleges, and other institutions participating in federally funded programs are required to establish advisory committees. Furthermore, the chairmen of the Illinois State Board of Education must include the following statement in the Illinois Five-Year and Annual State Plan for Vocational Education in Illinois:

> The Illinois State Board of Education certifies that eligible recipients within the State have been notified of their responsibility to establish local advisory councils. Each eligible recipient receiving assistance under the Act certified via the Local One and Five-Year Plan the establishment of these councils.

Whether mandated to do so or not, Triton College would establish advisory committees since they play a major role in the development and continued success of the occupational programs. Triton's first committee was organized in Fall 1967, and currently there are approximately 50 committees in operation.

Because of the extensive work required in connection with organizing, establishing meeting dates, correspondence, and recording and reporting minutes, Triton employs a staff assistant whose major responsibility is to assure that committees meet as required and that the members' time is effectively used.

Committee Recommendations

1. Continue to place importance on advisory committees for occupational programs.
2. Maintain current, active membership, and replace inactive members with individuals who have expertise in the areas.
3. Strive for a minimum of two meetings yearly per committee except in cases where programs are established and there is not sufficient rationale for calling a meeting.
4. Involve committees in major activities (i.e., program review).
5. Develop ideas designed to increase recognition of members.
6. Where possible, expand committees to include students or former students.

Continuing Education

Overview

In recent years, a new note has been appearing in educational thought: adults must continue to learn; learning, like breathing, is a requirement for living. The assumption that learning is a lifelong process is based on a new fact of life — the accelerating pace of change. For the first time in the history of civilization, profound and persuasive cultural change occurs within one's lifetime. The current generation of mature adults is currently living in a culture that is radically different from the one into which they were born. The consequence of this fact of life is that the well-educated youth of today is the obsolete adult of tomorrow. What does research tell us about the implications of this for adult behavior?

Obsolesence occurs visibly in regard to knowledge. The set of facts that today's adult learned about nature, the arts, and the ordering of human affairs has been supplanted by a more complete and extensive set. More knowledge has been discovered during the lifetime of the present adult population than existed at the time of its birth. More books transmitting new knowledge have been produced in the last 28 years than were produced in the 500-year period from the time Gutenberg invented the printing press to 1950. Ninety percent of all the scientists and technologists who have ever lived are alive and at work today, developing new knowledge and applying that knowledge to the problems of our society.

An official of the Federal Communications Commission estimated that, at the rate at which knowledge is now growing, by the time a child born today graduates from college, the amount of knowledge in the world will be four times as great. By the time that same child is 50 years old, it will be 32 times as great, and 97 percent of everything known in the world will have been learned since the day he was born.

In regard to skills, obsolesence is even more apparent. Technological change requires that adults continuously adapt to new methods of work and often to new vocations. In fact, more than half the jobs and occupations open to young adults starting their careers today did not exist when their parents were young. Such everyday skills as those involved in child raising, food preparation, transportation, communication, health maintenance, and leisure time activity are constantly being modified. It has been estimated that young adults entering the labor force today will undergo five to seven retrainings in their lifetime.

Society is in danger of becoming obsolete in other ways that are less visible but even more tragic. The mobility of the population coupled with concentrated city living patterns force adults to learn new behaviors, values, senses of belonging, and new ways of repeatedly achieving personal identity within a single lifetime. Such traditional havens of stability as churches, homes, schools, government, businesses, and voluntary organizations are in constant flux, striving continually toward greater productivity and compatability with modern living conditions.

It would appear that in the area of lifelong learning, people are beginning to think and to ask why. New ideas and thoughts are emerging all the time. Most researchers would agree on the importance of doing a good job with their research, but it would appear equally important for the research to be translated into practical uses.

Summary of Task Force Report

In light of the new trends described above, the administrative staff of the School of Continuing Education expressed concern relative to future program direction and emphasis. It was decided to review the existing operation and solicit suggestions for improvement from persons not associated with the School. An evaluation team was selected during the spring of 1978 and submitted its report the following fall.

Excerpts from the report follow:

In terms of both scope and quality, Triton's continuing education and community services program would be viewed as exemplary on both a state and national level. The board of trustees, administration, and staff should take great pride in their School of Continuing Education because, by every measure, they have much for which to be proud.

Suggested Goals

1. To become a center of community life by encouraging the use of College facilities and services by community groups.
2. To provide educational services for all age groups that utilize the special skills and knowledge of the College staff and other experts and are designed to meet the needs of community groups and the College district at large.
3. To provide the community, including business and industry, with the leadership and coordinator capabilities of the College, to assist the community in long-range planning, and to join with individuals and groups in attacking unsolved problems.
4. To contribute to and promote the cultural, intellectual, and social life of the College district community and to develop skills for the profitable use of leisure time.

Curriculum-Related Concerns and Recommendations

1. More counseling help should be available for English as a Second Language, G.E.D., and extension center students.
2. It appears that currently some segments of the community are served either inadequately or not at all. Included in this category are business and industry, older adults, returning adults, and those who need English language instruction.
3. A system for surveying community needs should be developed in order that programs may be based on sound data.
4. Summer offerings should be greatly expanded.
5. A weekend college should be developed with a primary focus on older adults.
6. Parenting and family programs should be instituted.
7. Training and retraining programs for business and industry should be greatly expanded.
8. Additional services should be provided for older adults.
9. Programs and services for returning adults should be greatly expanded.
10. Use of new methods of instructional delivery such as television, programmed learning, correspondence courses, etc. should be investigated.

Based upon the evaluation report, a reorganizational proposal was submitted in December 1978. Additional staff members were added and duties were reassigned in order to create a more effective and efficient operation. This reorganization is designed not only to provide service to additional segments of the community but also to improve offerings for those currently being served.

During the 1978-1979 college year, over 30,000 students enrolled in courses, workshops, and seminars offered by the School of Continuing Education. In addition, services were provided to thousands of others in areas such as counseling, CLEP, G.E.D., lectures, testing, etc. The reorganization will facilitate expansion of services to additional thousands.

Student Affairs

Overview

Student affairs includes a number of discrete services and programs designed to assist the student in his or her college enrollment, in the formation and attainment of career and educational goals, and in transition to a career field and to further education.

At a community college, student affairs programs and services are especially important for meeting the needs of the diversified student body. Unlike other institutions of higher education, community colleges enroll a population that varies in age, in background, in goals and in educational readiness. These students need to develop and solidify their educational and career goals. They also need to make the advances in personal growth that will enable them to persist in the attainment of their goals. Student affairs programs make an important contribution to these areas of a student's educational development. In addition, student affairs programs and services are designed to meet a variety of student needs related to financial assistance, health care, co-curricular and extra-curricular activities and job placement. Recently, student affairs programs have assumed responsibility for institutional advancement in a period of changing enrollments. Beyond the normal articulation with high schools and the processing of applications, admissions offices have assumed a greatly expanded role for general outreach to the larger communty and for promotion of the college's educational resources to the community.

Current Practices at Triton

At Triton College, a major commitment has been made to a full complement of student affairs programs and services. They are directly related to, and supportive of, the attraction of students to the College, the promotion of student success through career and educational planning and through personal and social development, and the successful transition of students to the world of work and to other education. The purposes of the Triton Student Affairs program are accomplished in a varity of ways. Programs and services begin with students' first contact with the College and assist them throughout their educational career at Triton. Services continue to be available to students in their transition to an occupation and to further education.

To achieve its objectives in the Student Affairs Program, Triton College utilizes a diversified staff of administrators, counseling faculty, mid-management and classified staff. Every effort has been made to use the special skills of each personnel group in tasks appropriate to that group's background and training. Academic advisors, for example, have special responsibility for advising and for information sharing; counselors assist students in the development of career and educational plans and in developing the problem-solving skills and habits to implement and succeed in their plans. Triton College also recognizes the essential but simple nature of many of the functions within the student systems area of student affairs and has begun to augment the data processing services now available to carry out these functions.

Committee Recommendations

To insure that the Student Affairs Program continues to meet student needs and thereby contributes to the attainment of the mission of Triton College, it will be necessary to consider and implement the following recommendations:

1. Student Affairs programs and services should be carefully evaluated to insure they are meeting specific student needs. As part of this evaluation, periodic surveys should be conducted to define student needs.
2. Career counseling, educational planning, and the teaching of personal problem-solving skills should receive primary emphasis in the delineation of the counselor's responsibilities.

3. Current efforts in the development of a combined career placement and testing center must be expanded and improved to serve students and members of the community.
4. Counselors should be viewed primarily as educators who assist students in the learning of problem-solving skills necessary to function as mature, self-directed individuals and to succeed as students and participants in society.
5. The conveying to students of accurate and timely information related to curriculum requirements, course scheduling, graduation requirements, and general academic and institutional information should continue to be a major responsibility of the Student Affairs staff, especially of the guidance advisors.
6. The Admissions Office should continue its development as the primary agent of Triton outreach to the community.
7. A balanced program of co-curricular and extra-curricular activities should be developed to allow students to enhance their classroom learning and to express themselves in a variety of cultural, social, recreational, and athletic ways.
8. The Financial Aids Office should continue to develop programs that help students to discover financial aid resources, to identify their financial needs, and to manage their financial resources.
9. Major emphasis should be given to the immediate conversion and enhancement of data processing systems for the support of student affairs programs and services.

Nontraditional Learning

Overview

The comprehensive community college is expected to offer a wide array of postsecondary educational programs and services and, if necessary, to structure and schedule them so that they will be accessible to the various categories of potential students in the community. By and large, community colleges have been extremely flexible in responding to the educational needs of the community. However, they have only recently begun to implement many of the new modes of learning that together have been referred to as an instructional revolution.

Many nontraditional approaches to learning are now in use in higher education. Some of the more familiar approaches are instructional television, individualized self-paced learning, correspondence courses, courses by newspaper and radio, computer-assisted and computer-managed instruction, and independent study. Each of these approaches has either made it possible for new groups of people to avail themselves of higher education for the first time or has improved the efficiency of the learning process.

As colleges and universities opened their doors to the "new" students, they found that many of the old methods were inadequate, and they came under pressure to invent new courses and new instructional approaches. These institutions are finally beginning to recognize the basic fact that there are individual differences among students and that if they increase the learning options available to students, they will increase the probability that each student will achieve his or her educational goal.

Current Practices at Triton

The primary responsibility for planning and development of nontraditional approaches to learning is assigned to the Assistant Vice President for Academic Affairs. However, most of the non-traditional learning opportunities at Trition precede his appointment and were developed by many individuals and groups. Currently available nontraditional learning opportunities are as follows:

1. Auto-tutorial biology laboratory
2. Self-paced, individualized mathematics
3. Learning Assistance Center
4. Independent Learning Lab
5. The Inter-Visions program
6. Two instructional television courses: "Family Portrait," which parallels Sociology 120, and "In Our Own Image," which parallels Humanities 101, offered during Fall, 1979.
7. The computer is used in instruction in Engineering, Physics, Rhetoric, Electronics, and Mathematics. In many disciplines, test question data banks have been created. The computer is also used to evaluate instruction.
8. The first course by newspaper is expected to be available during the spring 1980 semester.

The College is a member of the Northern Illinois Learning Resource Consortium and has recently become a member of the Suburban Community College Television Consortium. The educational potential of cable television in the district is also being explored.

Committee Recommendations

1. Continue to explore and implement nontraditional approaches that may be appropriate for the Triton district.
2. Involve the faculty in the planning and implementation of nontraditional approaches to learning to assure quality equivalent to that of the traditional course offerings.

The Learning Resource Center

Overview

The two-year community colleges are easily the most diverse of all colleges in the country.[34]

Because of the diversity of its programs and clients, the modern community college learning resource center (LRC) must be a comprehensive support unit for students, for instructors, and for various community service activities. The specific materials and services provided will of course be determined by the mission of the particular college but regardless of whether its primary goal is university transfer studies or career education, the effective LRC will offer a variety of media and a broad range of services. There is no doubt that the LRC also is an essential tool for lifelong learning.

Profile of the Modern Learning Resource Center

1. Its collection of materials and range of services is directly related to the goals of the college.
2. Its collection of materials is diverse and is made available in a variety of formats.
3. While it does not necessarily include many of the esoteric holdings of its university counterpart, it participates in various inter-institutional networks through which such materials may be obtained.
4. Highly specialized collections to support particular programs are acquired as needed.
5. The LRC staff collaborates with the faculty to assure that its holdings and services are as good as they can be.
6. An advisory committee works closely with the LRC staff.
7. It produces various instructional materials such as videotapes, audiotapes, transparencies, slides, and bibliographies.
8. It maintains and makes available to its patrons a wide array of equipment including projectors, cameras, calculators, and video and audiotape recorders.
9. It provides a variety of reference services ranging from responding to routine questions to conducting computerized data searches.
10. It serves the community as a public library and offers such community services as book clubs, discussions, and exhibits.

Current Practices at Triton

Over the years, the LRC has acquired a creditable collection of instructional and resource materials in all media and the related hardware that is required for its effective use. It has produced much instructional material using on-campus facilities.

The LRC houses an up-to-date comprehensive library of 65,000 volumes as well as current and back issues of approximately 500 periodicals, many of which are on microfilm. The Library staff consists of the coordinator, three professional librarians, and support staff. In addition to its ample circulating collection and reference works, the Library loans reproductions of paintings and sculptures to its patrons. In cooperation with the faculty, the librarians provide instruction on effective use of the Library. They also conduct data searches by computer for patrons. Through the Suburban Library System, The Illinois Library Network, and the Ohio College Library Center, Triton College has access to the resources of many other libraries. The Library also provides a collection of popular, "best-seller" type, fiction and non-fiction books and an extensive record and cassette tape collection with accompanying hardware.

The Audio-Visual Services Department of the LRC houses the film and video-cassette tape collections and a full range of equipment for classroom and individual use. A complete listing of films and videotapes is provided for patrons.

The Independent Learning Laboratory contains a variety of independent study materials for use by patrons. Study carrels and a wide range of equipment including typewriters, calculators, computer terminals, and cassette players are provided. Entire courses or modules may be offered through the I.L.L. A test scoring service is also provided for faculty.

Television production, photographic production and other forms of instructional materials production are available through the Multi-Media Services Department.

The LRC is an integral part of the educational process for many students and faculty and is a valuable resource for lifelong learning for the community at large. Its facilities are in operation during all hours that classes are in session.

The Learning Resource Committee, which is composed of LRC staff, faculty, administrators and students, participates in the development of policies and procedures for the LRC.

The LRC has managed the acquisition and distribution of instructional materials well. The LRC staff feels, however, that the relationship between the LRC and the instructional staff and students need improvement. They believe that the potentials of the Learning Resource Center are not fully utilized by the faculty, staff, and students. In this respect, Triton differs little from other institutions of higher education. LRC relationships with the staff and students are numerous and multifaceted, but not clearly focused. Hence, there arises an incomplete understanding of the function and full potential of the LRC.

Committee Recommendations

1. The LRC must continue to recognize and respond to the changing needs of the curriculum and the community.
2. The concept of learning resource services should not be limited to activities with the Learning Resource Center or the College.
3. Efforts must continue to expand student/citizen awareness of services available and to encourage their use.
4. The LRC staff is encouraged to review the revised goals and objectives statement proposed by the Committee and develop appropriate recommendations to assure that future services are consistent with institutional goals.

Cultural Activities

Overview

Since its inception as a comprehensive educational institution, the public community college has gradually but continuously expanded its role as the cultural center of the community. Today, especially in suburban and rural areas, many community colleges are attempting to achieve a cultural and intellectual renaissance within their respective communities by creating cultural centers, sponsoring public lectures, scheduling special programs in the performing arts, organizing community forums, sponsoring arts festivals, and sponsoring various exhibits. They have also influenced cultural and fine arts programs sponsored by other community organizations. There is no doubt that the enhancement of cultural awareness in the community is one of the important functions of the comprehensive public community college.

Current Practices at Triton

Triton College currently offers a diverse cultural program for its students and for the community at large. On-campus activities include the following: college plays, concerts, recitals, art exhibits, Spirits of Spring program, public lecture series, poetry contest, dance programs, and community theatre. The College sponsors trips to performances by the Lyric Opera and the Chicago Symphony and to the Art Institute of Chicago. It has also sponsored architecture tours and is actively exploring the feasibility of creating an area arts council.

The Triton College cultural program is decentralized, with programs and activities sponsored by the various academic departments, the Coordinator of Cultural Programs, and the Program Board of the Student Association.

Committee Recommendations

1. The coordination of cultural programs should be improved to assure that the College offers a comprehensive program, provides for overall coherence in programming, and avoids unnecessary duplication or competition among sponsors of events.
2. The College should assume a leadership role in assisting local organizations that sponsor cultural programs.
3. The College should be promoted as a center for cultural activities in the near west suburbs.

Summary

The Curriculum Study Committee proposes a significant modification of the Triton College curriculum. It has conducted a thorough review of the current statements of mission and scope and has carefully examined the present curriculum including the various support services for the academic programs. The Committee is recommending a revised statement of institutional goals and objectives and new degree designations, general education requirements, and general standards of quality to achieve the institutional mission.

The Committee has reviewed the recent literature on curriculum to discover what the current curriculum-related issues are and what their implications may be for Triton College. The specific recommendations follow extensive discussion and careful consideration of many alternatives. The Committee is opposed to making any changes merely for the sake of change itself. The goal is, and has been, to create a curriculum that is tailored to Triton's goals.

Finally, the Committee believes that periodic curriculum review is essential if educational institutions want to maintain a curriculum that is relevant. And as the rate of social change continues to accelerate between now and the end of this century, it will be necessary to study and modify the college curriculum with greater frequency.

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Appendixes

Appendix A

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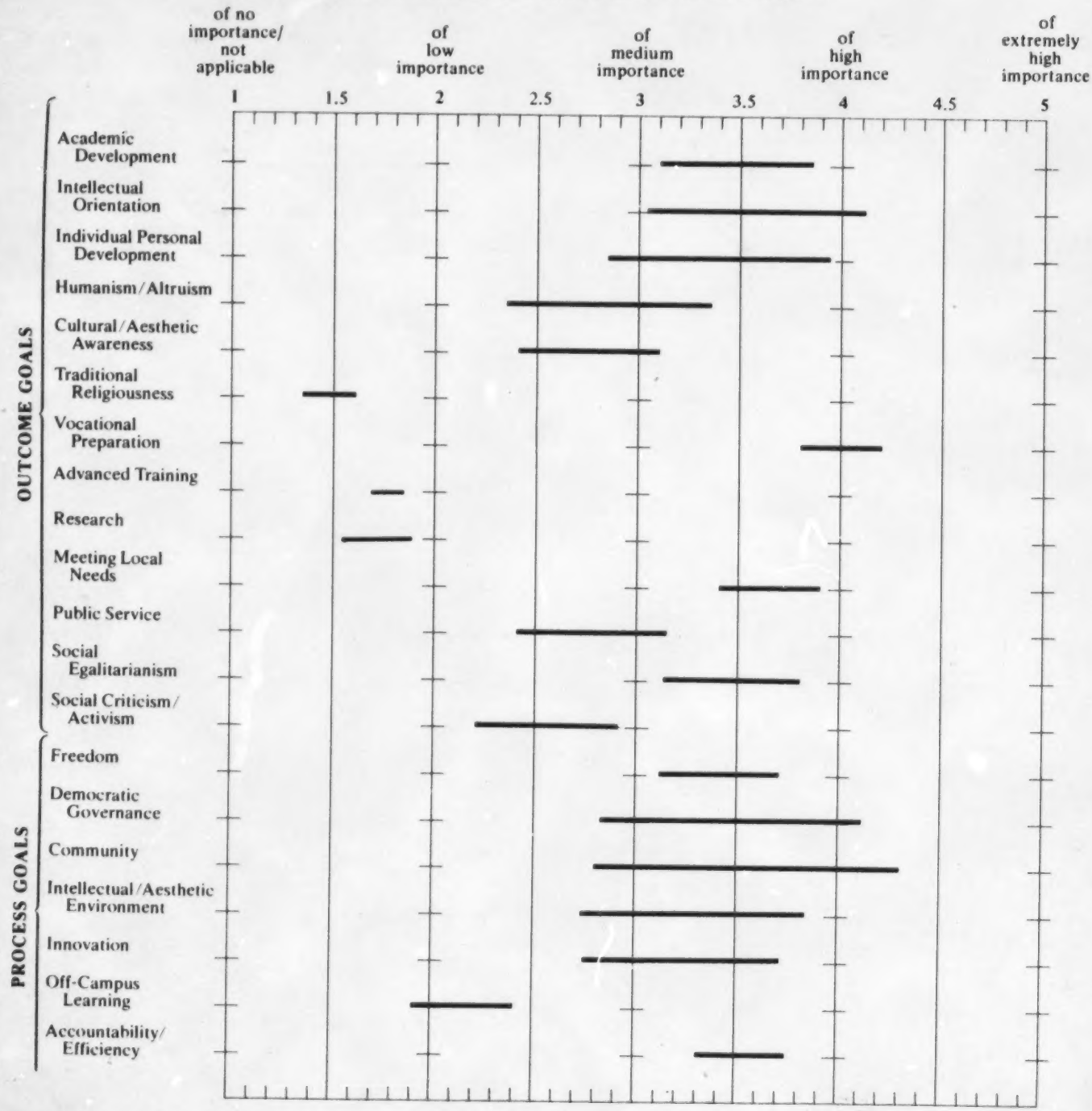
Appendix B

PROFILE FOR Faculty and Administrators, 1977

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



Institutional Goals Inventory
Institutional Research Program for Higher Education
Educational Testing Service. Princeton. New Jersey 08540

See other side for descriptions of the 20 Goal Areas.

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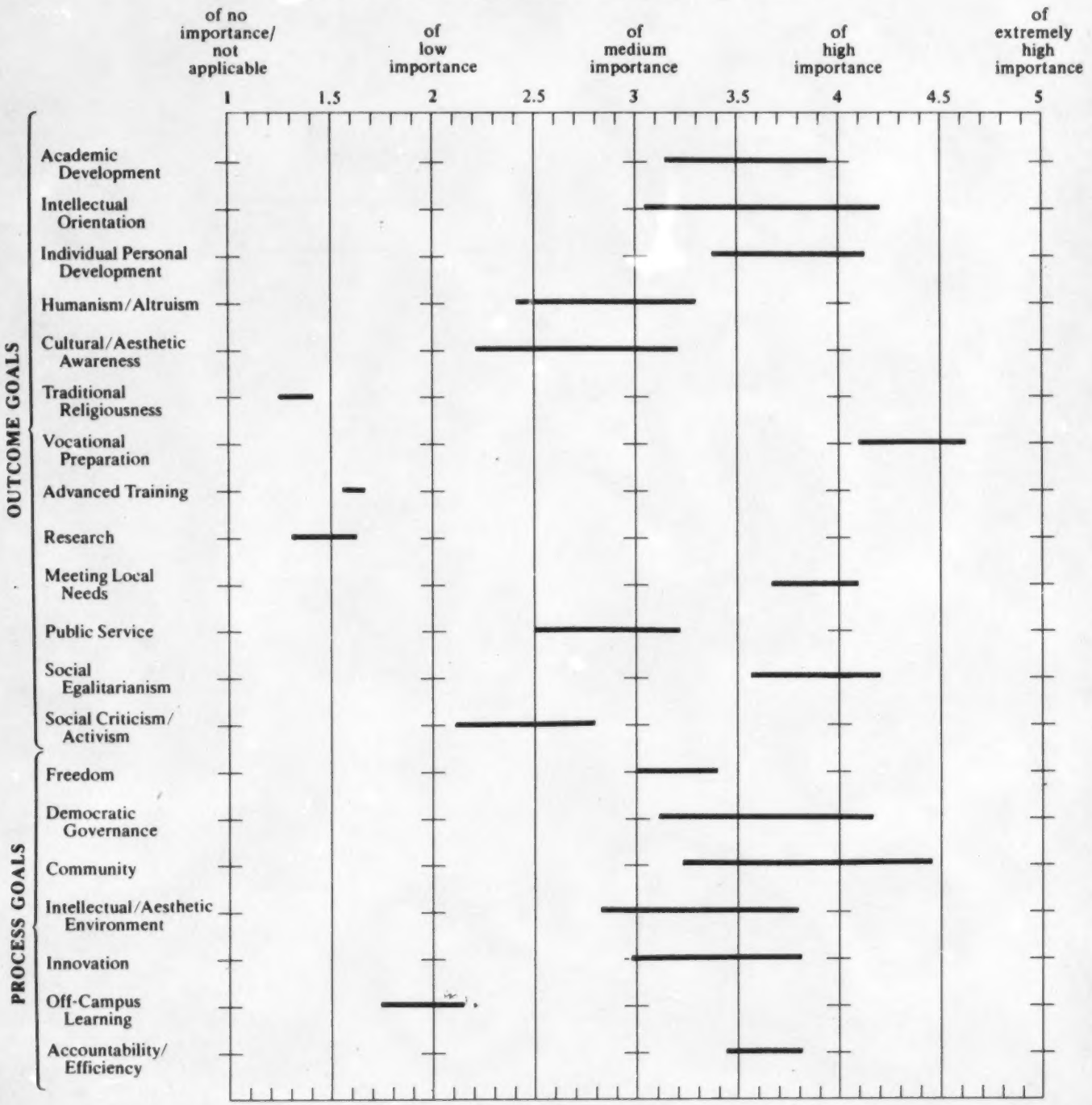
PROFILE FOR Curriculum Study Committee, 1979

(6 administrators, 6 faculty)

INSTITUTIONAL GOALS INVENTORY PROFILE CHART



Institutional Goals Inventory
Institutional Research Program for Higher Education
Educational Testing Service, Princeton, New Jersey 08540

See other side for descriptions of the 20 Goal Areas.

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Descriptions of the 20 Goal Areas in the Institutional Goals Inventory

OUTCOME GOALS

Academic Development—this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1,4,6,9)*

Intellectual Orientation—this goal area relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning. (2,5,7,10)

Individual Personal Development—this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3,8,11,13)

Humanism/Altruism—this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14,17,20,23)

Cultural/Aesthetic Awareness—this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15,18,21,24)

Traditional Religiousness—this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental—in short, *traditional* rather than "secular" or "modern." (16,19,22,25)

Vocational Preparation—this goal area means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26,30,36,38)

Advanced Training—this goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas. (27,31,32,41)

Research—this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28,34,35,37)

Meeting Local Needs—this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29,33,39,40)

Public Service—this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (44,47,50,51)

Social Egalitarianism—this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills. (42,45,48,52)

Social Criticism/Activism—this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society. (43,46,49,53)

PROCESS GOALS

Freedom—this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles. (54,57,60,63)

Democratic Governance—this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution. (55,58,61,64)

Community—this goal area is defined as mantaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. (56,59,62,65)

Intellectual/Aesthetic Environment—this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. (66,69,73,76)

Innovation—this goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (67,70,74,77)

Off-Campus Learning—this goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination. (68,72,75,78)

Accountability/Efficiency—this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (79,81,83,87)

*The numbers in parentheses are the four Goal Statements that make up each Goal Area.

Miscellaneous goal statements not included in goal areas (12, 71, 80, 82, 84, 85, 86, 88, 89, 90)

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Appendix C

The Goals of General Education

The General Education Goals are necessarily broad and some will be a lifelong concern for many individuals. Nevertheless, they provide guidelines for the general education program, especially for the required core courses. Specific objectives and competencies will be determined for the general education courses in order to define clearly how and to what extent students are to meet the various General Education Goals in each course. Although most of these goals will be addressed in the general education core, they are also addressed by student services areas, in basic skills programs, and by courses in the distribution and elective areas.

I. Fundamental Skills*

1. The students will be able to speak, listen, write, and read competently and in an organized and critical manner.
2. The students will be able to communicate effectively with individuals in the different aspects of their lives.
3. The students will be able to carry out computations necessary to producers and consumers in society.
4. The students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines, to identify problems, analyze alternate solutions, and make decisions.

II. The Individual

5. The students, based on their knowledge of themselves, will develop capability for self-direction.
6. The students will know the major aspects of the biological, psychological, and social natures of man.
7. The students will be able to do what is necessary to develop and maintain their physical and mental health.
8. The students will develop the capability for making worthwhile use of their leisure or discretionary time.
9. The students will assess the impact of prejudices on their attitudes and behaviors.
10. The students will develop appreciation for and find value in participating in aesthetic and creative activities; they will have knowledge of the major areas of human self-expression, especially as related to the reflection of the human spirit in aesthetic forms and humanistic ideas.

*Goals 1 and 2 are the responsibility of all instructors and should be addressed in an appropriate manner in all courses; Goals 3 and 4 should be addressed in all courses where these goals are apporopriate.

III. The Individual's Goals for the Future*

11. The students will analyze and assess their personal values and their life goals in order to integrate these with their decision-making.
12. The students will investigate career choices that are compatible with their abilities, interests, and opportunities.
13. The students will set educational objectives in view of their tentative or definite career choices and non-career pursuits.
14. The students will be aware of their responsibility for continued learning throughout their lives.

IV. The Individual's Relationships with Other Persons and Groups

15. The students will know the characteristics of effective interpersonal relationships and will assess their interpersonal skills.
16. The students will apply principles of interpersonal skills in order to make their own human relationships, especially in the family or another primary group, more mutually satisfying.
17. The students will analyze how groups function, within and apart from organizational structures, and will assess their own skills in working with groups.
18. The students will know characteristics of the cultures of other ethnic and racial groups, and will assess their own ability to establish positive relationships with individuals who have different ethnic and racial identities.

V. Society and the Individual

19. The students will know and appreciate major accomplishments of various cultures and will evaluate their impact on contemporary society.
20. The students will know significant philosophies and life styles which societies and individuals have adopted and will assess their relevance to themselves and to society.
21. The students will know major ideas and events which have shaped United States society as compared and contrasted with other societies.
22. The students will know the organization and functioning of the United States society and will apply their knowledge of social principles as enlightened individuals.

VI. Natural Phenomena and the Individual

23. The students will know the basic components, structures, and functioning of natural phenomena.
24. The students will have knowledge of the philosophy of science and of principles that are basic to scientific inquiry and research.
25. The students will analyze human interaction with the natural environment, will assess the quality of their local environment, and will assume responsibility for their personal impact on the environment.
26. The students will be sensitive to the effects of technology upon the individual, society, and the natural environment.

*Although these goals will be addressed both in general education and career courses, faculty with advisement, counseling, and career planning responsibilities have specific responsibility for assisting students in achieving these goals.

Appendix D

Other Degrees Offered

A.A.B.	Associate in Applied Business
A.A.T.	Associate in Agricultural Technology
A.A.A.S.	Associate in Applied Arts & Sciences
A.A.S.A.	Associate of Applied Science in Accounting
A.B.	Associate in Business
A.B.S.	Associate in Business Studies
A.C.	Associate in Commerce
A.D.	Associate Degree
A.D.N.	Associate Degree in Nursing
A.E.S.	Associate in Engineering Science
A.E.T.	Associate in Engineering Technology
A.F.A.	Associate in Fine Arts
A.G.E.	Associate in General Education
A.G.S.	Associate in General Studies
A.H.S.	Associate in Health Sciences
A.I.S.	Associate in Individualized Study
A.I.T.	Associate in Industrial Technology
A.L.A.	Associate in Liberal Arts
A.L.S.	Associate in Liberal Studies
A.M.S.	Associate in Mortuary Science
A.N.	Associate in Nursing
A.O.E.	Associate of Occupational Education
A.O.T.	Associate of Occupational Technology
A.P.S.	Associate in Public Service
A.S.B.	Associate in Specialized Business
A.S.D.H.	Associate of Science in Dental Hygiene
A.S.L.E.	Associate of Science in Law Enforcement
A.S.N.	Associate of Science in Nursing
A.S.T.	Associate in Service Technology
A.S.T.	Associate in Specialized Technology
A.T.	Associate in Technology
A.T.E.	Associate of Technical Education
A.T.S.	Associate in Technical Studies

Source: *General Education and Associate Degrees: A National Study*
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